



# Hill Top Academy

## Year 1 Summer Scheme of Learning



Thom Gillis



### ANIMALS OF THE POLAR REGIONS





## Plants

In this unit of learning pupils will look at a variety different types of plants, including deciduous and evergreen trees. We will be able to identify and describe the different parts of a plant, including trees.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p>➤ Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	energy, habitat
	<p><b>Knowledge Components</b></p> <ul style="list-style-type: none"> <li><b>Know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments (retrieval)</b></li> <li>Know a rose bush, a sunflower and a dandelion by sight</li> <li>Know an oak tree, a birch tree and a horse chestnut tree by sight</li> <li><b>Know that evergreen trees maintain their leaves throughout the year and that deciduous trees shed their leaves in autumn</b></li> <li><b>Know that a flowering plants consist of roots, stem, leaves and flowers, and that a tree's stem is called a trunk</b></li> <li>Know that there are many kinds of jobs as a scientist including communicator scientist and teacher scientist</li> <li>Know that teacher scientists teach others - often children - about science</li> <li>Know that communicator scientists help the world to understand about science</li> <li>Know that David Attenborough is a famous communicator scientist who has created and presented some of the most famous television programmes ever made about plants and animals</li> </ul>	<p><b>New Vocabulary</b></p> <p>component, energy, growth, deciduous, evergreen, flower, plant, tree, structure, roots, stem, leaf, trunk, flower</p>



**Polar regions** - Animal Habitats and Global Warming

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b><u>Pupils should be taught about:</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>➤ name and locate the world’s seven continents and five oceans</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>➤ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical Geography</b></p> <ul style="list-style-type: none"> <li>➤ use basic geographical vocabulary to refer to:</li> <li>➤ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>➤ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p>I know that there are different countries in the world</p> <p><b>Knowledge Components</b></p> <p><b>Locational Knowledge</b></p> <p>I know the Earth’s surface is divided into land and water.</p> <p>I know that water covers over 70% of the Earth and it is sometimes called the Blue Planet.</p> <p>I know that 30% of the Earth is land.</p> <p>I know that the in polar regions the land lies beneath ice and snow.</p> <p>I know that a continent is a very large block of land.</p> <p>I know the names of the seven continents and can order them from smallest to largest. (Asia, Africa, North America, South America, Antarctica, Europe and Oceania.</p> <p>I know how to identify the seven continents on a simple world map.</p> <p>I know the Oceans that surround the and polar regions are Southern and Arctic Ocean.</p> <p>I know the polar regions are located at the North and South pole.</p> <p><b>Place Knowledge</b></p> <p>I know that the Arctic desert is the second largest desert in the world</p> <p>I know that the Arctic desert contains lots of water but most of it is locked in glaciers.</p> <p>I know that the Arctic desert and the Sahara desert have similarities and differences.</p> <p>I know that these differences are due to the location of the continent that it is on and its distance from the equator.</p> <p>I know that in the Arctic desert, any rain that falls, would often fall in the form of snow.</p> <p>I know that animals that live in both deserts have adapted to live there (Science link).</p> <p>I know that people live in both</p> <p><b>Physical Features</b></p> <p>I know that climate describes the pattern of weather which occurs over many years.</p> <p>I know that there are three distinctive climates. The Polar climates, the desert climates and the equatorial climates.</p>	<p>continent, location, ocean, sea, vegetation</p> <p><b>New Vocabulary</b></p> <p>Atlas, map, climate change, equator, polar regions, southern ocean, Arctic ocean, temperature, desert, Antarctica,</p>

<p>➤ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>I know that climate is the conditions you expect in a given place.  I know that weather is the conditions you get in a given place.  I know the sun provides energy that drives the world's climate.  I know the hottest places are at or near the equator, where the midday sun is high in the sky.  I know the coldest places are around the poles, where the sun never rises very high above the horizon.  I know that a desert is a place that receives little rain.</p> <p>Mapping Skills</p> <p>I know the equator is an imaginary line around the centre of the Earth.  I know that the equator divides the Earth into the Northern Southern hemispheres.  I know where the equator lies on a simple map.  I know to identify the polar regions on a map and a globe.  I know how to identify the seven continents on a simple world map.</p> <p>Human Impact on the environment</p> <p>I know that our atmosphere acts like a bubble that traps the sun's heat.  I know that carbon dioxide (bad gases) are destroying the Earth's atmosphere (protective bubble).  I know that the global temperature is rising.  I know that the global climate is changing.  I know that the size of the Arctic ice is decreasing.  I know what I can do at home and in my community to reduce my impact on the environment.  I know that polar bear species are decreasing because their habitat is being destroyed.</p>	
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## Coastlines – Drawing skills

### How can I create texture when sketching?

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary									
<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>➤ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="557 440 1760 488">Knowledge Components</th> </tr> </thead> <tbody> <tr> <td data-bbox="557 488 1760 651"> <p><b><u>Context Specific Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• I know that being an artist meaning making music, drawing, painting, models and lots of other things</li> <li>• I know that art means making something that makes people feel different when that look at it, hear it or touch it.</li> 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## Coastlines

In this unit of learning, pupils will learn how to design and make

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>➤ Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>➤ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>➤ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finish.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>➤ Evaluate their ideas and products against design criteria</li> </ul>	<p>I know how to make a product that moves            I know how to cut using scissors            I know how to describe materials using different words.</p> <p><b><u>Knowledge Components</u></b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• I know how to reason why these are best</li> <li>• I know how to describe their design by using pictures, diagrams, models and words</li> </ul> <p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• I know how to measure an amount of a textile</li> <li>• I know how to join textiles together, using techniques such as stitching</li> <li>• I know how to cut textiles accurately</li> <li>• I know how to explain why they chose a certain textile</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• I know how to assess how well their product works</li> <li>• I know how to explain what they would improve</li> <li>• I know how to evaluate their products as they are developed, identifying strengths and possible changes they might make</li> </ul>	<p><b><u>New Vocabulary</u></b></p> <p>, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p>



Unit Summary:

Pupils will focus on Year 2 theory of music whilst learning to sing the friendship song.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b>Musicianship</b></p> <ul style="list-style-type: none"> <li>➤ Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>➤ Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</li> <li>➤ Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.</li> <li>➤ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>➤ Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>➤ Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>➤ Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>➤ Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, paus</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Knowledge Components</b></p> <ul style="list-style-type: none"> <li>• I know how to recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low)</li> <li>• I know how to starting to recognise different instruments</li> <li>• I know how to explain what they like about a piece of music and why</li> <li>• I know that music can be played or listened to for a variety of purposes (in history/ different cultures)</li> <li>• I know how to effectively choose, order, combine and control sounds (texture/ structure)</li> <li>• I know how to changes in dynamics, timbre and pitch to organise music</li> <li>• I know how to sing songs in ensemble following the tune (melody) well</li> <li>• I know how to use voice to good effect, understanding the importance of warming up first?</li> </ul>	<p><b>New Vocabulary</b></p>



**Athletics**

**Invasion Games**

In this unit of learning, pupils will use ball skills to develop an understanding of attacking and defending. They will link movements into evasion and invasion games.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<ul style="list-style-type: none"> <li>➤ Develop fundamental movement skills.</li> <li>➤ Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>➤ They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>➤ Participate in team games, developing simple tactics for attacking and defending.</li> <li>➤ perform dances using simple movement patterns.</li> </ul>		
	<p><b><u>Knowledge Components</u></b></p> <p><b><u>Invasion games</u></b></p> <ul style="list-style-type: none"> <li>• I know the role of an attacker</li> <li>• I know the role of a defender</li> <li>• I know how to dribble a ball</li> <li>• I know how to shoot accurately using my feet</li> <li>• I know how to create space</li> <li>• I know how to pass and keep possession against a defender</li> <li>• I know how to pass and dribble with control</li> <li>• I know how to link movement and evasion skills into small games</li> <li>• I know how to communicate with teammates to keep the ball away from a defend.</li> </ul>	<p><b><u>New Vocabulary</u></b></p> <p><b>Attacker, defender, goalkeeper, control, inside foot, possession, bounce pass, chest pass, finger tips,</b></p>



Discovery RE

How important is it for Jewish people to do what God asks them to do?

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
	<b>Knowledge Components</b>	<b>New Vocabulary</b>



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National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<ul style="list-style-type: none"> <li>➤ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>➤ Create and debug simple programs</li> <li>➤ Use logical reasoning to predict the behaviour of simple programs</li> <li>➤ Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>➤ Recognise common uses of information technology beyond school</li> <li>➤ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	Knowledge Components	New Vocabulary



**Jigsaw**

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National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b><u>Pupils should know:</u></b>  <b><u>Caring friendships</u></b>            Pupils should know:</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> <p><b><u>Respectful Relationships</u></b></p>	<b>Knowledge Components</b>	<b>New Vocabulary</b>

<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• the conventions of courtesy and manners</li><li>• the importance of self-respect and how this links to their own happiness</li><li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>		
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